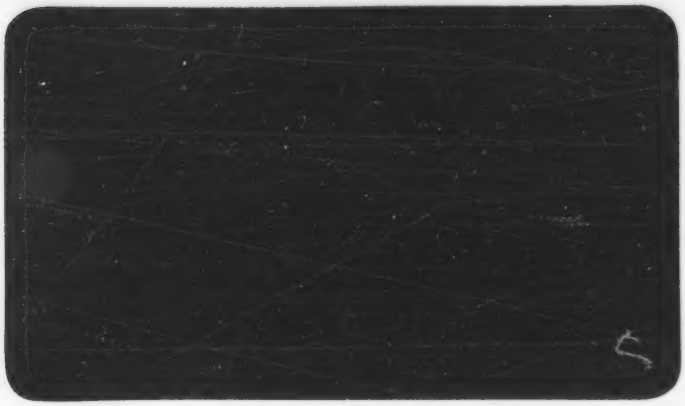
Program Evaluation Unit

Evaluation and Accountability Branch

Program Evaluation Report



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Picasso Cafe
Program Review

June 1997

Acknowledgments

This program review of Picasso Cafe was prepared by Norman Dolan of Beaubear Management Consulting Ltd., under contract to the Ministry of Education, Skills and Training.

The Ministry of Education, Skills and Training would like to thank everyone who participated in this review, including the Picasso Cafe staff and students. Their participation was invaluable to the review.

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EXECUTIVE SUMMARY

Picasso Café (Picasso) is a component of Options Youth Society that provides employment training and placement for youth aged 18 - 24 who are receiving income assistance and face significant educational, social and economic barriers to employment.

The terms of reference for this review included an examination of the following points:

1. conduct a comparative analysis of Picasso pilot design and the current Workplace Based Training program model;
2. review Picasso Café's success in meeting its placement targets and its impact on post employment retention;
3. conduct a cost-effectiveness analysis of the pilot intervention.

There are three significant factors that separate the program provided at Picasso from the standard WBT programming format:

1. the client population served by Picasso requires an intensive amount of preparation before being ready for employment the work force;
2. the organizational culture of service delivery at Picasso is changing from one of attending primarily to the process of identifying and serving the clients' needs to one that places a significantly greater degree of emphasis on the completion rate being achieved by the program;
3. Options Youth Society and Picasso Café hold the belief that any person aged 18-24 who indicates a willingness to work within the Picasso model is entitled to seek a placement in the program. The WBT model on the other hand has laid out some specific entry criteria that conflict with the practical application of that belief.

Individual Training Plans at Restaurants

Forty-five percent of the employer respondents were familiar with the term "Individual Training Plan" and indicated that plans were in place in their location. Of those employers with Individual Training Plans in place 80% had participated in their development and 100% of them indicated that the students were working toward completion of the goals.

Equity Issues

Almost all of the students accepted into the program at Picasso comply with the requirement of age and income assistance status. In addition, 43% are female, 25% have some degree of aboriginal status, one student has a disability and 5% are from a visible minority.

Appropriateness of Pilot Design

An initial review of the curriculum at Picasso indicates that it is consistent with that described in the contract in that it includes career planning, life and personal management skills, employment maintenance skills, work experience, job search, and Cook Level I and Dining Room and Lounge Services.

Training Climate Outcomes

Internal

Picasso is undergoing a transition from a process oriented program, to one that is more goal oriented and capable of measuring specific outcomes. There is clear evidence that the current staff and management of Picasso have made significant changes in the orientation and procedures and are likely to continue that development. This will result in a closer alignment of the Picasso objectives and those of WBT. However, in its current configuration, the focus and design of programming at Picasso varies considerably from the Workplace Based Training model under which it receives funding.

External

Prior to February of 1997 the Training Credit (TC) was not a significant part of the programming at Picasso and it was not applied at any of the employment sites for at least the first eight months of the current contract. None of the employers contacted had received any funds that they understood were part of the TC and only two of the twenty-two employers had introduced any new training policies as a result of being involved with Picasso. The delay in applying the Training Credit has resulted in its having only a very minimal impact on the training climate within the employment sites contacted.

Students' Perceptions

Most of the students learned about the program from a friend or previous student. They then registered in the program of their own volition, which suggests a degree of commitment to taking action towards gaining employment.

The majority of students had difficulty understanding concepts such as "employment readiness," "work plan," or "personal suitability." This presented some minimal difficulty in responding to some of the questions. Question five which asks the student to identify their areas of successful development also presented some difficulty for most of the students interviewed. This may suggest a low level of self-reflection and introspection among the students.

There was evidence of a high level of satisfaction among students regardless of whether or not they were offered permanent employment in their placement. All eight of the students interviewed had managed to secure full time employment.

Employers Perceptions

The majority of employers indicated that they were satisfied with the program. The interviews showed a range of perceptions from one person who was totally dissatisfied, primarily due to the negative experience she had with a particular student, to those who felt that the experience was 100% satisfactory. Several of the employers have offered full time employment to students and have very positive perceptions of the program such as, " the program is wonderful," "it is worthwhile," " the program is good for our business." An unanticipated comment from many of the employers suggested that they felt the program had good social

value, irrespective of whether or not they were able to offer ongoing employment to the students.

Information Reporting

Interviews with representatives of Picasso and MoEST indicate that in the first six months of the contract, communication between Picasso and MoEST was inconsistent and no one person in Headquarters within Victoria or in the field office in the region, appeared to have specific responsibility for managing the contact. However, from January 1997 to the time of this review, the communication between Picasso and MoEST increased significantly with clarification in the following areas:

1. MoEST expectations of performance requirements;
2. the role of training credits in WBT contracts; and
3. the reporting requirements.

As a result, reports were submitted to cover activity to date and training credits were implemented. The MoEST management of the contract as well as its relationship with Picasso were substantially improved.

The contract makes provision for the formation of a joint Management Committee to oversee policy decisions within the program related to this contract. That committee does not appear to have been formed as described and there is no record of its activities.

The standard WBT reporting forms were not readily applicable to the unique nature of the services provided by Picasso and the two parties were not able to conclude a mutually acceptable agreement on the specific reporting format and data requirements. No reports were submitted until February 1997 when Picasso submitted summaries of its activities dating back to June 1996. An analysis of the data that has been reported indicates that the reporting forms were incomplete, the data in some of the reporting categories were missing and related data reported in different forms were not always congruent. The data collection and reporting procedures appear to have suffered from unclear expectations that were never successfully resolved and poorly designed and managed data tracking procedures.

Client Screening

All but two of the Picasso students are between the ages of 18 - 24 and of those two, one was in the program for a short time and the other is a successful student whose birth date falls two months outside the criteria. Although all of the Picasso students are receiving income assistance at the time of entering the program, Picasso staff indicate that the requirement of having to have been an income assistance recipient for four months actually works as an impediment for many potential candidates in this client population.

Placement Targets

As a result of the unique features of the program provided by Picasso it was necessary to develop several approaches to calculating success in placement rates. The first approach measures the percentage of Full Time Equivalent positions placed, as measured by the total number of work placement hours recorded for 10 of the 13 months. This approach, indicating a 4% success rate, represents the outcome as determined by the literal application of the criteria defined in the current contract. The second approach measures the percentage of students who began the program after June 1 1996 and are currently working in Full Time Placements. There are six students in this category which represents 11% of the total of 51 intakes. In the third approach, those students who began the program prior to June 1, 1996 and were still working in Full Time Placements were included in the calculation of outcome, which indicates that 16 students or 31% have successful work site placements.

Regardless of which criteria are applied to the calculation of outcome at Picasso, it is clear that the program has failed to meet the minimum performance target of 69% successful placements as specified in the current contract.

Cost-Effectiveness Analysis

It would appear from the nature of the data provided, that Options Youth Society has incorporated the revenue received under the current contract into the general revenue that it receives from all sources. Although there is nothing inherently wrong with such an accounting method, it can be more difficult for an organization to account for separate funds if they have not been specifically allocated and tracked over the life of the contract. In this case, Picasso was able, upon request, to provide a budget summary that identifies the allocation of funds from Youth Employment Services, WBT and Training Credit sources.

The budget summary indicates that $81,763 has been allocated to student wages in the WBT portion of the program. The monthly wage cost could be assumed at $1000, and 26 students entered month five and six in which they received a wage from Picasso. The monthly wage cost for 26 months would be $52,000 which is significantly less than the amount allocated to that spending category. Discussion with Picasso staff indicate that part of the discrepancy can be explained by the agreement with MoEST that students who had entered the program prior to June 1, 1996 and were being funded under the previous YES contract, would continue to receive the same level of funding under the current contract. Although it is agreed that this would account for part of the discrepancy, it would probably not be sufficient to account for the full amount. The difficulty that Picasso has in providing this level of accountability for funds is a function of the type of budgeting and cost accounting system that has not been designed to provide easily accessible project based accounts.

That budget summary also indicates that as of May, 1997, Picasso had disbursed 24% or $22,500 of the $92,625 Training Credit. That disbursement is significantly less than would be expected at month twelve of a thirteen month contract.

The following calculation of the cost/placement and cost/successful completion at Picasso is based on the financial summary of funds disbursed to May, 1997. That summary indicates a total of $396,600 having been expended to date. Given a total intake of 51 placements since June 1, 1996, the average cost/placement is $7777.65. If it is assumed that 16 of those 51 intakes will successfully complete all phases of the program the average cost/successful completion would be $24,791.25.

INTRODUCTION

The Ministry of Education, Skills and Training (MoEST) agreed to fund a pilot project with the Option Youth Society (OYS)/Picasso Café (Picasso) to provide a Workplace Based Training (WBT) program for a one year period from June 1, 1996 to May 30, 1997. The purpose of the program is to provide street - involved/income assistance Recipient youth an opportunity to identify and develop employment skills in the food service (restaurant) industry, employing the model used in current WBT training programs.

The program was designed to have three phases. The first phase would be a four month period when Picasso staff would develop a work plan with the students, identifying life skills and employment readiness skills that needed to be acquired. Examples of these might be: resumé writing interviewing skills and employment maintenance skills such as grooming, timeliness, and responsibility. The second phase would be an on-site practicum with the Picasso Café for one month. In this phase a work plan is developed to help the student identify areas that need improvement or development. The third phase would be an eight month placement at a restaurant or similar setting where the student would receive hands-on training and supervision to develop skills and abilities identified in the work plan which was to be a co-development of the work plan from phase two of the program. The final outcome of the project was expected to be either an offer of full time employment from the practicum/employer, or any other full time employment position in the industry that would incorporate skills and abilities acquired while in the Picasso program.

This report is organised to respond to the following research objectives:

1. conduct a comparative analysis of the Picasso Café pilot design and the current WBT program model;
2. review Picasso Café's success in meeting its placement targets and its impact on post-employment retention; and
3. conduct a cost-effectiveness analysis of the pilot intervention.

METHODOLOGY

Due to the short time-line for delivery of this program review, data gathering was restricted to that which was readily available. Documents, including the Treasury Board reports and the contract between MoEST and Option Youth Society that operates Picasso Café were used as background resources. This helped facilitate the development of clear, achievable objectives for the analysis. Reports from Picasso as submitted to the ministry, were the primary source of data regarding student statistics including start dates, hours of training completed among others. This information was used to create a database that collated all the information into a format that was more easily interpreted. This was the primary tool used to focus the face-to-face interviews which were conducted with both ministry employees and staff members from Picasso on May 27, 1997. Data was also collected using telephone interviews with both the students and the employer contacts. This data was collected during the week of May 26, 1997 to May 30 1997.

The telephone interview instrument for the students was a 10 item questionnaire (Appendix 1) developed to obtain information about work plan development and implementation, success during each phase of the program, employment outcomes and program satisfaction. The questions appear to have face validity, however, there seemed to be significant difficulties obtaining responses to several questions. Possible reasons for this problem are discussed later.

The practicum/employer site questionnaire was an 11 item survey (Appendix 2) that also focused on work plan development, implementation and success from the perspective of the employer site staff. Two questions were asked regarding "training credit" funds and their allocation, and a series of questions were asked to measure perceptions of satisfaction/effectiveness including both "employment readiness" preparation and employment outcomes. There were no reported difficulties responding to this questionnaire except from two individuals who had English as a second language (ESL).

No inferential statistical analysis was attempted for two reasons: First, the data gathered did not lend itself to clear hypotheses testing. For example, there were students included in the data who had begun a program at Picasso prior to the beginning of the pilot program being reviewed, there was no control group, and there did not appear to be agreement between the ministry and OYS as to what constituted a "successful" outcome. A second consideration was that the program review was in part both formative and summative since the actual pilot project was to continue through the end of June 1997. The reports from Picasso included data from June 1, 1996 to March 17, 1997,with some additional information regarding student dispositions provided during the face-to-face interviews with Picasso staff members on May 27, 1997.

RESULTS

GOALS AND OBJECTIVES

Individual Work Plans in Employment Sites

The Picasso staff members were to develop work plans with student input that would identify clear goals and objectives for the students to work towards. These work plans were to be revised, as needed through phases one and two. At the beginning of phase three the intent was to have employers provide input into the work plan to make sure the students were able to meet the skill and ability requirements of the specific employer site.

A review of the data collected from employers (Appendix 4) shows that 10 of the 22 employers (45%) reported that a work plan was in place, of these, (8 of the 10) participated in developing the work plan, meaning that only 8 of the 22 (36%) of the employers contacted had participation in the development of a work plan. This is significantly below the expected participation level. It should be noted that the students seemed to have difficulties with the concept of a work plan, therefore their responses reflect a variety of levels of understanding. In general, they appeared to have an understanding of what life skills were and had some understanding of career planning but, in general seemed to have difficulty with the concept of employment maintenance.

Equity Issues

In all there were 17 persons out of the 51 participants that were identified in the equity / status categories (Appendix 5).

Gender

In the Picasso program overall, 24 females and 28 males appeared, a reasonable balance.

First Nations

There was some difficulty interpreting the equity classifications (Appendix 5). For example, where "Aboriginal Status" was reported, it was taken to mean "Status Indian," however, in other areas of the reported data the term " Status Indian" also appears. However some categories are too general to comment on. For example, "Visible Minority" was used often but without a clear understanding of how this was classified.

Persons With Disabilities

Only one person was identified as having a disability.

PROGRAM PARTICIPANTS' PERCEPTIONS

The information from the students and especially from the employer supervisors indicate that there is a high level of agreement in the community that the Picasso program has worked well and is a worthwhile and probably even necessary The vast majority of the employers were highly satisfied with the program. On occasion, there was some dissatisfaction with a particular student.

This would suggest that the lack of screening for the most suitable students did not have a significant impact on satisfaction with the program. It should be noted that the willingness of restauranteurs to "help out kids" has led to many of them being involved with Picasso in the past and plan to continue in the future. Since many of the individuals recorded in this project were students in the Picasso program prior to the beginning of the WBT pilot project, it is very difficult to attribute outcomes to the WBT program or to the Picasso program in general. This is where a more rigorous research design and assessment could prove useful.

Eight of the students reported by Picasso staff members as presently being employed full time or in practicum placements, rated their satisfaction with the Picasso program at a level of 3.6 on a scale of 4 (Appendix 3), or about 72% satisfied. It is possible that an assessment of all of the 52 identified students in the program would reveal a different level of satisfaction. Sixteen of the students withdrew from the program. An additional twelve students had their program suspended, which included both voluntary and involuntary, temporary interruption. This resulted in 28 or 54% of the intakes not completing the program.

Training Climate

There were a large number (12 of 28 or 43%) of employment sites (Appendix 4) that did not have a work plan developed at the beginning of the placement. In spite of this, the success outcomes reported indicates that the students did learn how to work in restaurant type operations. Virtually every employer interviewed discussed their own in-house training program, some of which appear to be quite comprehensive, covering all aspects of the operations. While there were indications that some of the employees at the sites were not helpful in providing support and assistance to the students. In general the employers were very helpful and the students often were in contact with Picasso staff members to obtain guidance or help as it was needed.

Employers

When asked how satisfied they were with the program (Appendix 4, question 11) employers mean rating was was 3.03 on a five point scale, or roughly 61% satisfaction. The interviews showed a range of perceptions from one person who was totally dissatisfied, based mainly on the negative experience she had with her student placement, to those who felt the experience was 100% satisfactory. There were several employers who offered full time employment to their placement students. Several of these expressed very positive perceptions such as " the program

is wonderful," "it is good for business," " it is worthwhile."

An unanticipated comment from many of the employers suggested that they felt the program had good social value, irrespective of whether or not they were able to offer employment to their student placements. For example, one employer indicated that he felt strong agreement with the program's philosophy and felt it was worthwhile even though he could not really offer the kind of training the students needed since he ran a small, two-person, pizza shop.

At least one employer had a very bad experience with her student placement. She felt that the student had "...lied during the interview, saying she could do things she couldn't..." This person has had three other practicum placements in the past, none of whom were satisfactory. The student comments regarding this placement indicate that one person described the supervisor as "verbally abusive." This suggests that there may be potential inter-personal difficulties with certain employers. Poor experiences may not be due to inherently poor performance on the part of the student but rather may be due to unrealistic expectations on the part of the employer. Several employers spoke of their concern regarding speed in the workplace. Most of these were patient and noted improvement.

A surprising comment from one employer was that the supervisor had no idea that the student was invoived with Picasso. This can be explained by the fact that another employer who had been unable to provide a placement had written a letter of recommendation for this student that was instrumental in securing the second placement. This is evidence of some of the difficulties in managing information that were experienced by Picasso staff members.

Students

An examination of the results from the student questionnaires reveals some interesting patterns for consideration. Most of the students learned about the program from a friend or previous student. The student then registered in the Picasso program of their own volition. This suggests a degree of commitment to taking action towards gaining employment. The general trend of comments made by students was that they benefited from the first phase of the program. This suggests that for many street-involved youth, help with learning life skills is valued and understood.

The majority of students had difficulty understanding concepts such as "employment readiness," "work plans," or "personal suitability." There were also difficulties answering question 5, which asks about achievement in areas of personal development. This suggests a low level of self-reflection and introspection among the students. The supervisor at one employment site reflected that the student needed a lot of support and supervision, suggesting that the young man at her site had been "babied" in the Picasso program.

There was evidence of high levels of personal satisfaction with the program despite in some cases the failure to achieve full time employment in the practicum site. In spite of this setback, all eight of the students interviewed had managed to get full time employment. It should be noted that this group of eight individuals is a sub-set of the eleven students reported on by Picasso staff members. These eleven persons represent only 21 % of the 51 intakes and those eight students that were interviewed represent only 15% of the total number of students identified.

MoEST Employees

The following section provides a summary of data collected in interviews with employees of MoEST as well as that contained in documentation that was provided by the ministry.

1. What events lead to Picasso Cafe entering into contract negotiations to deliver WBT programs?

Picasso had for several years been providing counselling support, job readiness and job training services to the street youth population through grants and contracts with the Ministry of Social Services. Picasso was well known in the Downtown East Side Vancouver community of service providers and had developed an organizational culture and service delivery protocol that reflected the nature of the work and the contracting relationship with the ministry at the time.

In the fall of 1995, the Ministry of Education, Skills and Training which had recently incorporated the rehabilitation services previously provided first through the Ministry of Social Services and subsequently through the Ministry of Skills, Training and Labour issued a Request for Proposals (RFP) for a Community Employment Training program. Picasso submitted a proposal in response to the RFP but was not successful in securing a contract. In the opinion of the ministry staff the proposal did not meet the requirements as stipulated in the RFP.

Picasso subsequently submitted a proposal for funding under the Workplace Based Training program in February 1996. Consideration of that proposal lead to the conclusion that Picasso did not meet the criteria as stipulated for WBT funding for the following reasons:

- training regime did not match that expected of government programming;
- screening procedures and acceptance criteria for students did not match government funding requirements; and
- cost structure was considered to be considerably higher than comparable service providers.

The staff and board members of Picasso were surprised at this outcome and began to seek clarification of its status and assistance with identifying and securing other sources of funds to continue its programming. In April of 1996, the basis for a pilot project that incorporated CET/YES and WBT funds was developed through the

headquarters office in Victoria independently of the regional office. Approval was then sought and granted to proceed with negotiations with Picasso. Those negotiations were then initiated and ultimately lead to the current contract for service dated June 4, 1996.

2. At the time of negotiations or prior to the negotiations leading to the June 4, 1996 contract was MoEST aware that Picasso might not able to meet the performance targets expected for WBT programs?

MoEST believed that Picasso's success rate in placing students in paid employment situations was substantially lower than that being achieved in other employment readiness and support programs. The ministry's analysis of Picasso's programs indicated that of the 108 students reported during the period of 1990 to 1994, 32 - 36% of them were considered to be successful and the average cost/student was approximately $25,000.00

The concern regarding expected success rates also involved a conflict between the mission of Picasso as seen by the board and staff and the expectations of funding as articulated by MoEST. Picasso believed that in order to best serve its client population of street youth, it should avoid applying entry or initial screening criteria for potential candidates. Picasso wanted to accept any individual living on the streets that was prepared to make a commitment to the program. MoEST, on the other hand, had developed strict entry level and performance outcome criteria that it insisted be applied to all potential candidates.

3. Why did MoEST enter into a contract with Picasso if such reservations existed?

The following factors are considered to be ones that had some degree of influence on the MoEST's decision to enter into negotiations despite the presence of some considerable reservations.

Picasso is viewed by Ministry staff as an organization that has acquired a history of working with a high profile client population. There is a clear perception held by employees of Picasso and those of MoEST that a need for an employment readiness program that incorporates a high degree of personal support, counselling and life skill training exists within this client population. There is as well an understanding between representatives of both parties that this type of work with this client population is difficult and requires flexibility in programming in order to be successful.

Picasso is considered to be adept at effectively building public support for its work by communicating its message to the general community. In addition, it is also viewed as having been quite successful in establishing and maintaining relationships with individuals in the general community and government that could advocate on its behalf.

4. What are the criteria for successful completion of the WBT program?

In order to meet the criteria for success (as described in Schedule A of the contract dated June 4, 1996) participants are to be employed full time, involving an average of 30 hours/week for a minimum of eight consecutive months.

5. Would it be acceptable for students who had already been enrolled and had received considerable services at Picasso Cafe prior to the start of the contract dated June 1, 1996, to be included in performance reports along with those who enrolled after June 1, 1996?

Picasso had been providing similar services to this client population prior to signing the contract dated June 4, 1996 and had a roster of 16 active students in its programs. The staff of MoEST offered no objection to Picasso in allowing these students to flow through into programs to be provided under the new contract. Those students who had already completed one to four months of the training at Picasso could be considered for full time employment at an external restaurant under the WBT portion of the current contract.

6. To what extent did the MoEST describe in detail the type of data and the reporting format that was expected from Picasso Cafe prior to or after concluding contract negotiations June 1, 1996?

The contract specifies that Picasso is obligated to report a minimum schedule of information to the MoEST on a quarterly basis.

A MoEST staff person met on several occasions with Picasso staff in an attempt to come to some agreement on the kind of data that would be reported and the forms that would be used. Picasso staff were reluctant to use the standard forms suggested by the MoEST staff person, claiming that they were difficult to use and did not accurately represent the kind of programming they were providing. Picasso staff agreed to try the suggested forms, but, no agreement was reached between the parties regarding the type of data that was required or the forms to be used in reporting.

Picasso provided no formal reports of activity to the MoEST until February 10, 1997 when it submitted reports covering the periods:

June 1 - August 31, 1996
September 1 - November 30, 1996, and
December 1, 1996 - January 19, 1997.

A series of hand-written forms that originated from Picasso are available but they are not dated and they contain very little useable information.

7. Is there any protocol or procedure to be followed in the event that a contractor appears to be failing to meet its performance targets?

There are two operational levels of response to concerns regarding the performance of a contractor. In the first level, a Training Consultant that is in contact with the contractor could become aware of concerns and could then bring them to the attention of the contractor in the hope of resolving them. In the second, if the concern persisted, it would be forwarded to the supervisor or the contract manager who could also bring it to the attention of the contractor.

In the case of this contract between Picasso and the MoEST it appears that no one person was given specific responsibility for carrying out the functions of contract manager and as a result the liaison between Picasso and MoEST was inconsistent and ineffectual.

8. Who has the authority and or the responsibility to question a contractor regarding performance during the active life of the contract?

It appears that in the case of Picasso, no one person was given the specific responsibility for managing this contract on behalf of MoEST. In addition the staff in the regional offices were under the impression that the contract was the responsibility of the Headquarters office in Victoria. They were to work with Picasso in identifying and working with program candidates but did not see themselves as having responsibility for managing overall performance.

9. Was the management committee that is described in the contract Schedule formed?

The management committee was never formally convened and never fully exercised its mandate as described in the contract. Several meetings between staff of Picasso and MoEST were held between September 1996 and May 1997 but the people who attended varied considerably, there was no agenda that was set, no outcomes that were identified and no record of the proceedings was produced.

Picasso Staff Members

In the period immediately prior to and during the term of the current contract, Picasso has undergone a significant degree of internal change. It has weathered severe economic crisis that threatened to cause it to close its facility. It has challenged and redefined its purpose to be that of a training facility that is economically self sufficient. It hired a new Executive Director and developed a new position of Employment Counsellor specifically to oversee the transition of students from the internal training to external employment sites. It is undergoing a transition from a process oriented program that was focused primarily on the needs

of the client population it served to one that is more goal oriented and capable of measuring specific outcomes.

The organizational culture of Picasso and the relevant factors in the contracting environment have combined to place the program in a unique stage of transition. There is clear evidence that the current staff and management of Picasso have made significant changes in the orientation and procedures at Picasso and are likely to continue that development. This will, in turn, result in a close alignment of the objectives within Picasso and those of WBT. However, Picasso and Option Youth Society are independent organization. They are likely to maintain their focus on serving the needs of their client population in the manner that is consistent with their values and beliefs which may not always be entirely consistent with those that have influenced the design of WBT. In in its current configuration the focus and design of programming at Picasso varies considerably from the Workplace Based Training model under which it receives funding.

1. What kind of work does Picasso do?

Picasso takes young people aged 18 -24 who have little work experience, are usually involved in the street experience and alcohol and drugs and are not employable, and gets them to the point of being able to be employed in the restaurant sector.

Picasso teaches them the skills needed to work successfully with other people. These skills include effective communication, commitment to a task, managing personal behaviour, such as anger and depression, setting goals and working towards completion.

Picasso provides a training experience that accurately reflects what happens in the outside work world.

2. What is it like to work at Picasso?

There used to be a high turn over of students. If the student was not working out well they were quickly taken off the program. " We were letting go more people than we were bringing in. We were graduating 16 people a year."

There was a lot of disagreement regarding whether Picasso was a training program or a restaurant. Those people who disagreed with the training emphasis have left the organization and those that remain are committed to the training aspect of Picasso.

The current goal is to be the best training program in the business. Picasso wants to be a training program that generates revenue and is as busy as other well functioning restaurants.

"When we were a restaurant we were pretty lost. When we became a training program we got better. We learned to sit up and take notice of what our students were doing and we had to be willing to work with the student to improve their performance."

Staff and students are challenged to be open and communicate effectively with each other.

The new director brought a clearer focus to the training program and established procedures and processes in both the dining room and kitchen programs. It took a lot of work to get the kitchen and dining room to work together. Work has also been proceeding on development of curriculum and evaluation processes.

3. What are the intake procedures? Are intake records available for review?

There are two streams of intake, the first being the Training Consultants with the ministry who identify potential candidates and then facilitate their referral to Picasso. The second is the word of mouth among the students and their friends who will recommend the program to each other and sometimes make self referrals.

Regular introductory sessions are held on Tuesday and Thursday mornings in which information about the program is presented to people who might be interested. Prospective students who have indicated a desire to enrol in the program are asked to regularly attend the information sessions until an opening comes up in the program. Once they are admitted to the program they are expected to make a decision about whether they are interested in either the kitchen or serving program.

The program is open to anyone who fits the criteria which is marginalized youth, aged 18-24, who have been on social assistance for four months.

One staff person said, "Before we were a Workplace Based Training Program, a person could literally walk in off the street and we could take them in and then help them get in contact with social services and begin receiving income assistance. Under the terms of the present contract, students need to wait until they have been on social assistance for the four months before they can be considered for entry into the program."

Once in the program,students are on probation for the first month and are provided with the appropriate uniform to use in the dining room, but they do not get a bus pass or an allowance for purchase of needed clothing or any of the other benefits until they have been in the program for one month. Intake records are only submitted on those students who have demonstrated commitment to come for the first month.

4. Is there a discrepancy between what the ministry wants Picasso to be doing with students and what Picasso believes it needs to be doing?

One staff member described the differences as follows:
"A little over a year ago the government asked us to change our target group. Other WBT programs in the Lower Mainland focus on people who may have been in the work force in the past and for reasons other than living on the street and they are now receiving social assistance. The Picasso program was focused on the provision of training services to young people who face serious socio-economic barriers to employment. It is a pre-employment program that provides counselling and support services and takes students from the street to an employment setting."

"The requirement for our students to be on social assistance in order to qualify for the program is a barrier to providing service because most of them probably were not on social assistance prior to making contact with Picasso. This job is different from having to get someone who has been on social assistance for some time to get off welfare and into the work force."

"There was initially some discrepancy between Picasso and the MoEST regarding intake requirements but those differences have been worked out and do not present any barrier at present."

All students coming into Picasso have to have been on income assistance for four months prior to being accepted into the program. Occasionally exceptions to these intake criteria can be made on the basis of individual circumstances.

5. What does the industry-based training involve?

It is based on Vancouver Community College programs, Cook Level 1 and Dining Room Level 1 curriculum. Students also receive the Superhost, Serving it Right and Food Safe training programs. As well, Picasso trains students in the fundamentals of food preparation. These are the technical skills that are requirements for the industry. Students also receive the Picasso Life Skills and Work Experience curriculum that are being developed.

It was the intention of Picasso to develop Individual Training Plans for students while they are at Picasso. However, due to the tension and divisions within the organization that has not been done well to date. Individual Training Plans with corresponding evaluations are now being developed and are being introduced slowly into both the Picasso and external restaurant placements.

Students attendance at life skills and industry training sessions as well as work experience at Picasso are recorded every day. They are expected to notify Picasso if they are going to be late or miss a session. Three failures to notify will result in a

suspension. Students in months one to four attend sessions at Picasso and are not paid any wage. In month five they remain employed at Picasso and then begin receiving a wage paid to them by Picasso. They are considered to be senior students capable of providing some supervision and assistance to newer students.

When they leave Picasso for employment at an outside restaurant some training plans and structured feedback forms from the employer have been developed as of January, 1997. The students are paid in month six by Picasso and the restaurant receives a free employee for that month. Prior to the Employment Counsellor being hired in January, 1997, the staff at Picasso provided minimal support and training for the student while they were at the external site. The assumption was made that students who completed the training at Picasso are job ready and did not need any extra supervision or direction. It is now well accepted that students do need extra support and guidance during that first month at the external site, and since Picasso is paying the students wage for that period, it can demand that the employer provide more specific and intensive supervision. The development of training plans and corresponding evaluation forms will facilitate the provision of the needed supervision.

6. How is the Training Credit being used at Picasso?

Initially Picasso staff did not realize that the MoEST expected the training credit to be used. Picasso staff, at the time of the negotiations and for the six months following, saw the training credit as a means of "paying off the employers for taking our students." No one at Picasso realised the range of uses for the training credit. However, now that they have been using it for a couple of months they realize its potential and are very enthusiastic about it.

7. What are the criteria for graduation?

The student has to complete the five month training program at Picasso and a practicum which is the six month program at the external site. Some students have been able to write the exams and receive a credit from Vancouver Community College for completing the industrial training courses. If a student completes the five month Picasso program and moves into a full time job at an external site that would also be considered to be a graduation.

8. What form of follow-up is provided to students who have completed the current or past programs?

Picasso maintains an open door policy and any student who has completed the program and needs further assistance, such as help with locating another job or for personal support, is welcome to return for that assistance. Past graduates at times return to speak to current students and provide them with support.

9. Has the Management Committee been working as it was expected?

There was an understanding that due to the difficulty that Picasso had encountered in securing funding for the current program, a management committee composed of the Executive Director at Picasso, government employees from the regional office, and a representative from the office in Victoria where the contract was negotiated, was to be formed. The committee as described was never formed.

COMPLIANCE WITH FUNDING CRITERIA

Training Credits

The budget summary indicates that as May 1997, Picasso has disbursed 24% or $22,500 of the $92,625 Training Credit. Interviews with Picasso staff members and representatives of MoEST indicate that at the time of negotiating the contract there was a difference of opinion regarding the purpose and application of the Training Credit. Picasso tended to view the Credit as a "payoff to employers for taking its students" and maintained that it was held in such high regard by the employers with whom it worked that the Credit imposed an unnecessary distortion in that relationship. MoEST viewed the Credit as an essential policy tool in achieving one the fundamental objectives of the program. The objective was to enhance the vitality of the training climate in various employment sectors in which it was operating.

It was not until January of 1997 with the hiring of the present Executive Director and subsequently the present Employment Counsellor, that the organization became fully aware of the past differences of opinion and its implications for the extent to which it was likely to be able to meet the contract performance expectations. Upon becoming aware of the significance of the Training Credit, Picasso began to implement ways to apply the funds and has indicated that agreements have been concluded with six restaurants, with another one pending. Picasso staff members have provided examples in which funds have been allocated to assist with training needs for specific students. However, of the twenty-two employers that responded to the questionnaire, none of them were aware of having received funds specifically labelled as Training Credit.

It would appear that because Picasso has just begun to use the training credit in the manner in which it is defined in the contract, there has been no impact on the training climate within this particular employment sector. Although the Picasso staff members have become aware of the value and potential of the Credit, considerable effort is required to convey that understanding to current and future employers.

Reporting Procedures

Interviews with representatives of Picasso and MoEST indicate that in the first six months of the contract, communication between Picasso and MoEST was inconsistent and no one person in Headquarters within Victoria or in the field office in the region, appeared to have specific responsibility for managing the contact. However, from January 1997 to the time of this review, the communication between Picasso and MoEST increased significantly with clarification in the following areas:

1. MoEST expectations of performance requirements;
2. the role of training credits in WBT contracts; and
3. the reporting requirements.

As a result, reports were submitted to cover activity to date and training credits were implemented. The MoEST contract management as well as the relationship between the ministry and Picasso were improved substantially.

The contract makes provision for the formation of a joint Management Committee to oversee policy decisions within the program related to this contract. That committee does not appear to have been formed as described and there is no record of its activities.

The standard WBT reporting forms were not readily applicable to the unique nature of the services provided by Picasso and the two parties were not able to conclude a mutually acceptable agreement on the specific reporting format and data requirements. No reports were submitted until February 1997 when Picasso submitted summaries of its activities dating back to June 1996. An analysis of the data that has been reported indicates that the reporting forms were incomplete, the data in some of the reporting categories was missing and related data reported in different forms was not always congruent. The data collection and reporting procedures appear to have suffered from unclear expectations that were never successfully resolved and poorly designed and managed data tracking procedures.

Compliance With Screening Requirements

All but two of the Picasso students are between the ages of 18 - 24 and of those two, one was in the program for a short time and the other is a successful student whose birth date falls two months outside the criteria. Although all of the Picasso students are receiving income assistance at the time of entering the program, Picasso staff indicate that the requirement of having to have been an income assistance recipient for four months actually works as an impediment for many potential candidates in this client population.

Placement Targets

Any discussion of the extent to which Picasso has achieved the performance targets as specified in the current contract have to be taken in the context of the program

and the assumptions that are built into its design. There are three significant factors that separate Picasso from the standard WBT programming format:

1. it is clear from the discussions with MoEST staff, employees of Picasso, restaurant employers and Picasso students, that the client population that is being served by Picasso requires an intensive amount of personal counselling, life skill and employment readiness training before they are ready to be placed in the work force;

2. the organizational culture of service delivery at Picasso is in the process of changing from the historical approach of attending to the process of identifying and serving the clients needs to an outcome oriented culture that places a significantly greater degree of emphasis on the completion rate being achieved by the program;

3. Options Youth Society, the parent organization of which Picasso is a component, holds the belief that any person aged 18-24 who indicates a willingness to work within the Picasso model is entitled to seek a placement in the program. The WBT model on the other hand has laid out some specific entry criteria that conflict with the practical application of that belief.

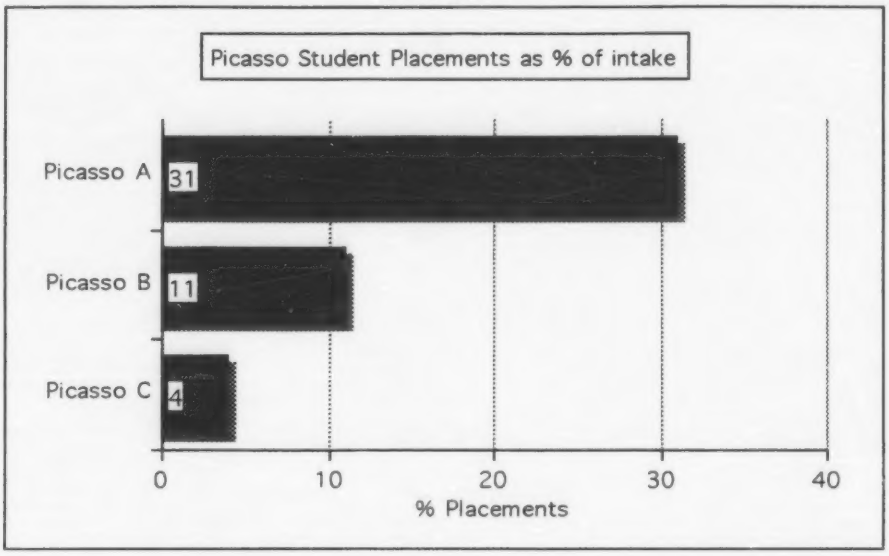
Given these limitations it is still in the best interest of Picasso and the MoEST to attempt to measure on some reasonable basis the extent to which Picasso has achieved the outcomes as specified in the current contract. Figure I displays the number of placements in external restaurants as a percentage of the total number of intakes at Picasso during the term of the current contract. The bar labelled Picasso C indicates the percentage of Full Time Equivalent positions placed, as measured by the total number of work placement hours recorded for 10 of the 13 months. This bar which indicates a 4% success rate represents the outcome as determined by the literal application of the criteria defined in the current contract.

Picasso B represents the percentage of students who began the program after June 1 1996 and are currently working in Full Time Placements. There are 6 students in this category which represents 11% of the total of 51 intakes.

Picasso had been in operation and had active students in its program prior to June 1, 1996. If those students who began the program prior to June 1, 1996 and were still working in Full Time Placements are included in the calculation of outcome, the result is as portrayed in Picasso A. That calculation indicates that 16 students or 31% have successful work site placements.

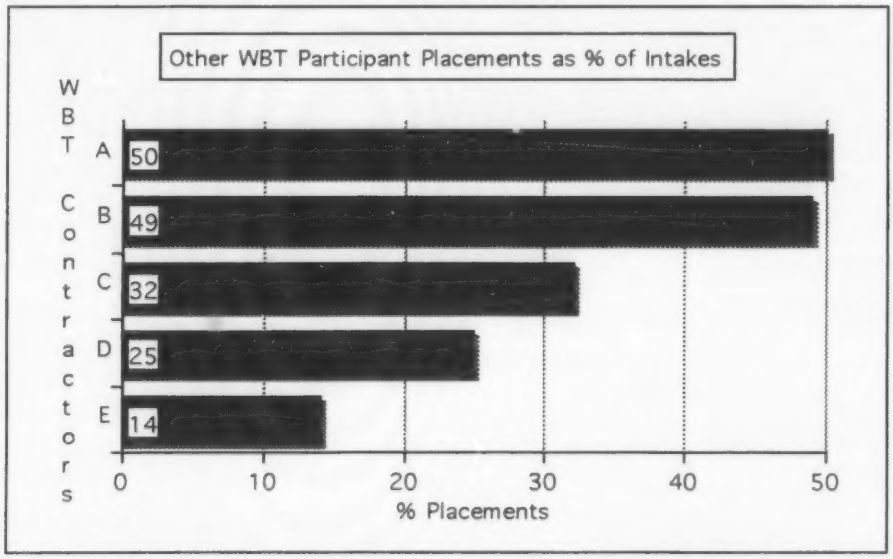
Regardless of which criteria are applied to the calculation of outcome at Picasso, it is clear that the program has failed to meet the minimum performance target of 69% successful placements as specified in the current contract.

FIGURE I



Since WBT is the program under which the current contract with Picasso has been funded and within which the success criteria have been determined, it may be reasonable then to compare the outcome at Picasso with the known outcomes at standard WBT sites. To the extent that such a comparison may be of some assistance in placing these results within a larger context, it is important to bear in mind the significant differences between the services provided at Picasso and those provided under standard WBT contracts. Given those limitations, it would appear that the outcomes at Picasso fall somewhere in the low to mid-range of outcomes as measured in standard WBT sites.

FIGURE II



Treasury Board Submission September 10, 1996

Analysis of Cost

The financial statements made available to this review by Picasso make it possible to provide some preliminary financial analysis of the relevant costs in providing its programs. However, the extent to which substantial conclusions can be drawn are limited by the available data. It would appear from the nature of the data provided that Options Youth Society has incorporated the revenue received under the current contract into the general revenue that it receives from all sources. Although there is nothing inherently wrong with such an accounting method, it can be more difficult for an organization to account for specific funds if they have not been specifically allocated and tracked over the life of the contract. In this case Picasso was able upon request to provide a budget summary that identifies the allocation of funds from YES, WBT and Training Credit sources.

The budget summary indicates that $81,763 has been allocated to student wages in the WBT portion of the program. The monthly wage cost could be assumed at $1000, and 26 students entered month five and six in which they received a wage from Picasso. The monthly wage cost for 26 months would be $52,000 which is significantly less than the amount allocated to that spending category. Discussion with Picasso staff indicate that part of the discrepancy can be explained by the agreement with MoEST that students who had entered the program prior to June 1. 1996 and were being funded under the previous YES contract, would continue to receive the same level of funding under the current contract. Although it is agreed, that this would account for part of the discrepancy it would probably not be sufficient to account for the full amount. The difficulty that Picasso has in providing this level of accountability for funds is a function of the type of budgeting and cost accounting system that has not been designed to provide easily accessible project based accounts.

The following calculation of the cost/placement at Picasso is based on the financial summary of funds disbursed to May of 1997. That summary indicates a total of $396,600 having been expended to date. Given a total intake of 51 placements since June 1, 1996, the average cost/placement is $7777.65. If it is assumed that 16 of those 51 intakes will successfully complete all phases of the program the average cost/successful completion would be $24,791.25. In comparison with the average cost/placement of Phase I and Phase II WBT Contractors as shown in FIGURE III , Picasso falls in the mid range between the two phases.

FIGURE III

Phase I WBT Contractors	Range $7000 to $10,000 Average $9250
Phase II WBT Contractors	Range $5000 to $7000 Average $6500

Counselling Contract

The Briefing Note dated April 15, 1996 that provided MoEST employees with permission to proceed with negotiations leading to the contract dated June 1, 1996 contains reference to the provision of counselling support services to be provided to students of Picasso WBT programs. Those counselling services were to be contracted with a service provider independent of Picasso and were to be available in Stages I and II to a total cost of $1000 / student Discussion with Picasso staff members and employees of MoEST indicate that this contract was never negotiated and consequently the intended counselling services were not available to Picasso students.

Conclusions and Recommendations

Conclusion
Picasso Café has failed to meet the performance expectations as specified in the current contract.

Recommendation
1. The Ministry of Education, Skills and Training not renew funding for employment-related training to Picasso under the current terms of reference set for WBT programs.

Conclusion
The programs and services that are provided by Picasso are judged by the students, employers, Picasso staff members and employees of the MoEST to be of considerable value.

Recommendation
2. The Ministry of Education, Skills and Training assist Picasso Café with securing a funding source that is compatible with the client population and program design at Picasso.

Conclusion
Although a strong emphasis on training plans and evaluations is a relatively recent trend at Picasso, it appears to have considerable merit and is gaining increased support from Picasso staff and employers.

Recommendation
3. Picasso continue to assist employers with developing, implementing and evaluating training plans for its students.

Conclusion
Although Picasso staff members report strong support for the application of the Training Credit it has only been in use within the last several months of operation.

Recommendations
4. Picasso staff members inform all employers about the availability of the Training Credit and increase the extent of its application in employment sites.

5. The Ministry of Education, Skills and Training allow Picasso to make the Training Credit that has not already been allocated available to the employment sites with active placements.

Conclusion
Picasso failed to provide MoEST with the quarterly reports that are described in the terms of the present contract.

Recommendations
6. Picasso develop procedures to ensure that specific contract requirements are monitored on a regular basis and are used in making management decisions.

7. Prior to completion of contact negotiations, MoEST and the contractor develop specific evaluation criteria as well as the relevant reporting format and protocol to be used in evaluating the performance expectations of the contractor.

Conclusion
Many of the potential candidates for employment training who are in the 18-24 age group are so marginalized that they are not connected in any consistent manner with any of the service delivery systems such as income assistance.

Recommendation
8. The Ministry of Education, Skills and Training remove receipt of income assistance from the entry requirements for programs of the type provided by Picasso and replace it with funding support equivalent to what the individual would receive on income assistance.

Conclusions
Picasso staff remained in default of its reporting requirements for up to half the life of the contract, before it was brought clearly to their attention.

Students at Picasso Café were denied access to specific counselling services for which funding had been provided.

The support services intended to be provided through the Management Committee were not available to the program.

Recommendation
9. The Ministry of Education, Skills and Training appoint a contract manager who has specific responsibility for overseeing the provision of unique contracts such as this.

Conclusion
Picasso was only able to readily account in a general fashion for the allocation of funds disbursed to date under the terms of the contract.

Recommendation
10. Picasso implement a project-based accounting system that would provide individual summary accounts of funds disbursed under the terms of specific contracts.

APPENDIX 1

Student/Participant Questionnaire

Participant Questionnaire

Option Youth Society:
WTB Program-Picasso

Application/Selection

1. Initial program contact initiated by:

   a) Self
   b) Picasso Staff
   c) Income Assistance worker
   d) Other (specify)

2. Did you participate in an assessment of your personal suitability for the program?
   Yes
   No
   Comments?

3. Was a workplan developed to help you learn specific skills and abilities?
   -Career planning
   -Lifeskills
   -employment maintenance
   Yes
   No
   Comments?

4. Did you participate in developing the work plan?
   Yes
   No
   Comments?

Program Usefulness
[Use the following 5 point scale: 0= No targets met - 4= All targets met]

None 0------1-------2------3-----4 All

5. How many of the identified areas for development were you successful in achieving:

a) during the 4 month training phase at the Picasso restaurant?

b) during the 1 month work experience phase at Picasso?

c) during the 7 month work experience phase at the restaurant where you were employed?

6. Have you been able to obtain/retain long term, full time employment **as a result of this program?** (be sure to determine where subject is employed)

Yes
No
(If yes specify type of work, place of work, start date)
Comments?

7. Were you satisfied with the program? (Ask about each phase in turn, as in Question 5)

Not at all 0----1----2---3----4 very satisfied

Comments?

8. Has your practicum placement employer offered you full time (30+ hrs/week) after the program ends?

Yes
No
Comments?

9. Did other employees at the practicum site participate in training?

Yes
No
Comments?

10. How much time was spent on training /supervision per week while in your practicum placement?

Estimate hours (ask for comments to determine pattern of training support)

APPENDIX 2

Employer Practicum Site Questionnaire

Employer Questionnaire

Option Youth Society:
WTB Program-Picasso

Participant Qualities

1. Were the program participant(s) "employment ready" when they began their placement?
   Yes
   No
   Comments?

2. Was a workplan in place to help guide your training of the participant(s)?
   Yes
   No
   Comments

3. Did you participate in developing the workplan?
   Yes
   No
   Comments?

4. Did the participant(s) appear to be working towards achieving workplan goals?
   Yes
   No
   Comments?

5. What number of the goals in the workplan did the participant(s) successfully met?

   No success 0---1---2---3---4 Complete success

Employer Training Issues

6. What **new** training policies or procedures have you adopted **as a result of this program?**
   (Identify programs)

7. How many dollars were provided by program staff for "training credit"?

8. Please give an indication of the percentage of the "training credit" funds you allocated for:

Program participants	0 - 100%
Existing staff	0 - 100%
Supervision	0 - 100%

9. Did you offer continuing work to program participants?
   Yes
   No
   Comments?

10. Would you recommend participants in this program to **friends** in similar business' to yours?

11. How satisfied with the program were you?
   Not satisfied 0---1---2---3---4 Very satisfied

APPENDIX 3

Student/Participant Responses

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	**Last Name**	**First Name**	**Site**	**Q 1**	**Q 2**	**Q 3**	**Q 4**	**Q 5**	**Q 6**	**Q 7**	**Q 8**	**Q9**	**Q 10**
2	Cordova	Mayte	Joe Fortes	Self	No*	Yes	No	NA	Yes	4	Yes	No	1 month
3	Delgado	Jose	Benny's Bagels	Other	NA	Yes	Unsure	NA	Yes	2	NA	NA	NA
4	*Ferreira*	*Paul(River)*	Anderson's	Self	Yes	Yes	Yes	NA	Yes	4	Yes	Yes	Not Sure
5	*Johnson*	*Juanita*	Carpaccio's	Other	Yes	Yes	Yes	NA	Yes	3.5	No	No	11/hrs/week training
6	*Slater*	*Ginette*	Denny's	Self	Yes	Yes	Yes	NA	Yes*	4	No	No	Unknown
7	Sorel	Camille	Irish Heather	Other	NA	Yes	No	NA	Yes	3	No	Yes	2-3 hrs/week training
8	*Stuart*	*Brian*	Bel Air	IAW	Yes	Yes	Yes	See notes	Yes	4	Yes	Yes	90+hrs training 1:1
9	*Williams*	*Victor*	Prospect Pt	Self	Yes	Yes	Yes	NA	Yes	4	Yes	Yes	6hrs/day supervison
10										**Avg**			
11			**Totals**	4 Self	5 Yes	8 Yes	5 Yes	1 Notes	8 Yes	3.6	4 Yes	4 Yes	
12				3 Other	1 No	0 No	2 No				3 No	3 No	
13				1 IAW	2 NA		1 Unsure	7 NA			1 NA	1NA	

	N
1	**Comments**
2	ESL student, couldn't participate in assessment and workplan dev. because of lang difficulties. Has improved skills as a result of program has work and is off welfare. English still a problem esp. in interview.
3	ESL difficulty communicating. Felt workplan development wasn't proper, rated Picasso Cafe portion as 3 while overall was 2-no practicum
4	Found workplan development highly useful, very satisfied with program. On-site training as busser, wished to learn bartending, Lydia arranged this
5	Re Q5 appears Juanita managed a good deal of personal development in the Picasso phase of the program, but the practicum was not pleasant, verbally abusive supervisor, no support from peers, poor comm. with Picasso. FT work at Bread Garden, progressing
6	Picasso portion of the program was great, very useful, placement was a mistake, poor fit,left prog. after Picasso training, found FT work at Bread Garden by herself. Overall very pleased with final outcome
7	Friend took her down to Picasso,satisfied with program, found FT work with assistance of supervisor in program.
8	Heard of Picasso from Emp. Counsellor/Fam Serv Q5 all 3 phases were highly useful apparently student accomplished quite a bit, remains in contact Training extensive and continuing at Bel Air good staff involvement
9	A friend was in the program 1 yr ago.Rate program at 4/4 for usefulness.Data collected in Q5 indicated positive feelings about all 3 sessions, specific data not available
10	**Notes**. Question 1 had 4 subcategories, Question 5 had 3 subcategories.see Participant Questionnaire for details
11	There were significant difficulties understanding Q5 and Q10 resulting in NA scores.
12	
13	

APPENDIX 4

Employer Practicum Responses

Page 2 of 7
From: STUART at (250) 642 3571
5/31/97 at 12:58:51

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	**Site**	**Student**	**Q 1**	**Q 2**	**Q 3**	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11
2	**Cannery**	Trillium	Yes	No	No	Yes	3	None	None	NA	No	Not Sure	NA
3	**Friends**	Victor	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
4	**Incendio**	Clifton	Yes	Yes	Yes	Yes	3	None	None	NA	No	No	3
5	**Denny's**	Ginette	Yes	Yes	No	Yes	3.5	None	None	NA	No	Yes	3
6	**Carpaccio's**	Juanita	Yes	No	NA	NA	NA	NA	NA	NA	No	No	0
7	**Bel Air**	Brian	Yes	NA	NA	NA	NA	NA	None	NA	Yes	Yes	3
8	**WauZuBee's**	Tim	Yes	No	NA	No	NA	NA	None	NA	Yes	Yes	3.5

	A	B	C	D	E	F	G	H	I	J	K	L	M
9	**Site**	**Student**	**Q 1**	**Q 2**	**Q 3**	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11
10	**Prospect Pt.**	Victor	Yes	Yes	Yes	Yes	3	**Yes**	None	NA	Yes	Yes	4
11	**Earl's**	Victoria	Yes	No	NA	NA	NA	NA	None	NA	Not Sure	No	NA
12	**VT&CC**	Victoria	Yes	No	NA	No	NA	NA	None	NA	Yes	Yes	4
13	**Irish Heather**	Camille	Yes	NA	NA	NA	NA	NA	None	NA	NA	Yes	3
14	**Il Capo**	Cintia	Yes	No	No	NA	NA	NA	None	NA	No	Yes	NA
15	**Metro Boiler**	Ewan	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
16	**Vine Yard**	Clay	Yes	Yes	Yes	Yes	3	**Yes**	None	NA	NA	No	3
17	**Beachside Cafe**	Camille	Yes	Yes	Yes	Yes	3	None	None	NA	Yes*	Yes	3
18	**Bread Garden**	Ginette	Unsure	No	No	NA	NA	NA	None	NA	Yes	Yes	3

Page 4 of 7
From: STUART at (250) 642 3571
5/31/97 at 13:01:19

	A	B	C	D	E	F	G	H	I	J	K	L	M
19	**Site**	**Student**	**Q 1**	**Q 2**	**Q 3**	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11
20	**Bread Garden**	Juanita	Yes	No	NA	NA	NA*	None	None	NA	No	Yes	2.5
21	**Bread Garden**	Tanya	Yes	Yes	No	No	1	None	None**	NA	No	Yes	4
22	**Magnum Opus**	Patrick	Yes	Yes	Yes	Yes	4	None	None	NA	No	Yes	2
23	**Benny's Bagles**	Clifton	Yes	Yes	Yes	Yes	4	None	None	NA	Yes	Yes	4
24	**Benny's Bagles**	Jase	Yes	Yes	Yes	Yes	3	None	None	NA	Yes	Yes	3.5
25	**Benny's Bagles**	Michael	No	Yes	Yes	Yes	2	None	None	NA	Yes	Yes	3
26							**Goals Met**		**TC $**				**Mean**
27		Total Yes	18	10	8	10	**59%**	2	**$0.00**		**9+/ *unsure***	**15+/ *unsure***	3.03
28		Total No	1	8	5	3		10	19		8	7	
29		Total NA	1	4	9	9	11	10	3	20	4	2	4
30		Unsure	1										

Page 5 of 7
From: STUART at (250) 642 3571
5/31/97 at 13:02:07

	N
1	Comments
2	The Cannery has an up-scale conservative clientelle. Student was a bit too "downtown". Perhaps not a good site due to characteristics. Cook was the primary supervisor. Low change-over resulted in no FT work being offered.
3	Out of business. Phone disconnected
4	Likes the program, supports the philosophy, but he runs a small 2 man pizza shop, he needs a self-starter, really can't train Was pleased that the student learned enough to be able to handle running the shop by himself.
5	Mike indicated that there was no work when the student finished their placement, he encouraged them to keep in touch Timing is critical, grad now would be perfect for hiring. Personally belives in program and what it is doing, happy to help.
6	Strong opinion that the student lied and couldn't handle interview. Appeared to be unmotivated. Has had 3 students- none of them satisfactory. Thinks that a really dedicated person would be OK but her experience has not left her able to recommend grads
7	Hired grad. No participation in Picasso otherwise. On-site training program in place. Positive attitude re: Picasso and students, appreciates special qualities of the Picasso program clients& willing to help. .Met Lydia 5/25 re TC's filled out app.
8	Does not feel present Picasso staff (Tim) is as keen/eager as previous staff (Steve).This site would be most likely to utilise their own in-house training rather than depend on outside guidance except for informational utility.

	N
9	Comments
10	Met with Lydia 5/25/97 re: training credits she said $300 avail. Will alocate 100% to labour costs. Has learned to be more caring and gentle. This establishment has an in-service training program in place.
11	Was unaware that the student was involved in Picasso cafe. No contact of any sort reported. Appears to be unsatisfied with present person, hesitant to recommend prog. The organisation has a very strong training program in place, so no changes ocurred
12	Very pleased with Victoria, wrote references for her leading to FT work at Earl's and she has on-call status at VT&CC. Spoke of moral and philosophical support for program. No on-going contact with Picaso
13	Individual was hired as a "grad" of Picasso, not trained at this site. Would definitely be more structured and careful, probing in future.Student isn't interested in weekend shifts. Wondered why Picasso didn't explain this common expectation
14	Lydia came once and phoned a couple of times to see how things were going. No formal plan in place, no FT work as outcome, although student continues PT.
15	No information provided
16	Motivated at start but lost drive, never recovered. Identified need for more hands on training. Sees program as valuable, has scheduled meet to sign new cand. FT not offered due to student problems.
17	Worked well in program, was offered FT but had unrelated accident about 1.5 weeks into work and never returned
18	Counter service "workready" difficult to assess.Due to station type work not much range in skills. Apparently some discussion of training credits expect funds for future supervision of Ginette.

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From: STUART at (250) 642 2571
5/31/97 at 13:03:50

	N
19	Comments
20	Plans to assess progress in 10 days. Working much better than at the beginning. Appears to be "average" worker. Will take on more students in future. In-house training always provided.
21	Tanya was a poorly motivated, poor attitude student, required extensive supervision. Missed 4 shifts over 4 week period. Picasso paid Tanya $7 50/hr. Bread Garden received no funds. Communication with Picasso below desired level. Likes program not Tanya.
22	Need for high level of supervision. Student somewhat hostile due to slow pace of workplan and desire to wait tables(placement inappropriate?) 3 week duration of placement. Would recommend program, is seeking other students.
23	Very satisfactory placement. Ft work offered at end. Thorough workplan in place, worked with Lydia.
24	Confusion and difficulties at start of program, student worked hard and improved still needs to be faster. FT work for 4 months. Strong support for program, one manager is former student!
25	Problems with dependability 1 verbal warning so far. Student is grad of Picasso, this is a FT regular employment situation. Lot of missed time, tardy, late calls to cancel shift.
26	
27	Prospect Pt. has plans for allocation in future. Will all go to labour costs. Tanya's wages were all paid by Picasso
28	
29	
30	

APPENDIX 5

Compiled Student Data Base

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From: STUART at (250) 642 3571
6/1/97 at 19:49:52

	A	B	C	D	E	F	G	H	I	J	K
1	**Last Name**	**First Name**	**Program Status**	**Sex**	**Start Training**	**End Date**	**Restart date**	**Hours: #1**	**Hours: #2**	**Hours: #3**	**Hours: #4**
2	Benedictson	Veronica	WD	f	3/3/97						
3	Benson	Russell	WD	m	11/12/96	12/8/96					
4	Bowman	Rick	WD	m	3/3/97						
5	Breaker	Nelse	WD	m	3/10/97						
6	*Chartre-Menard*	*Angelique*	*SUSPEND*	*f*	***12/20/95***	*8/5/96*		*647*	*771.25*		*915.5*
7	*Cloutier*	*Mike*	*CURRENT*	*m*	***3/3/97***						
8	Cordova	Mayte	FT	f	7/15/96	1/27/97			95.75	220.50	355
9	Crockett	Angela	WD	f	9/9/96	10/28/96					84.5
10	*Day*	*Michael*	*FT*	*m*	***4/1/96***	*9/30/96*		*334.25*	*419.25*	*548.00*	*670.5*
11	Delgado	Jose	FT	m	6/10/96	9/2/96	10/1/96	105.5	232.25		
12	Devlin	Andrew	CURRENT	m	1/27/97						
13	Doucet	Joshua	FT	m		6/1/96		647.25			
14	Dupuis	Brett	WD		8/29/96	8/29/96					
15	*Ellingson*	*Peter*	*WD*	*m*	***12/5/95***	*7/8/96*		*683*	*700*		*803*
16	Felker	Jake	CURRENT	m	9/23/96						36
17	*Ferreira*	*Paul(River)*	*FT*	*m*	***5/21/96***	*11/18/96*		*217*	*332.75*	*469.25*	*578*
18	Fuentes	Hilda	CURRENT	f	1/27/97						
19	Gardinier	Clay	CURRENT	m	10/7/96						
20	Gardner	Jarret	SUSPEND	m	7/17/96				96	188.25	270.25
21	*Goodger*	*Andrew*	*WD*	*m*	***11/20/95***	*6/27/96*		*905*			
22	Grant	Dennis	SUSPEND	m	9/9/96						96.5
23	*Gray*	*Tim*	*FT*	*m*	***2/12/96***	*7/8/96*		*715.75*	*748.75*		

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From: STUART at (250) 642 2571

6/1/97 at 19:50:53

	A	B	C	D	E	F	G	H	I	J	K
24	*Isaza*	*Leo*	*WD*	*m*	***5/27/96***	*10/21/96*		*205*	*320.75*	*424.25*	*477.75*
25	*Johnson*	*Juanita*	*FT*	*f*	***12/22/95***	*7/8/96*		*438.5*		*522.25*	*649*
26	Johnson	Shane	SUSPEND	m	11/25/96	12/27/96					
27	Jones	Clara	SUSPEND	f	10/10/96	2/16/97					
28	Karageorgos	Georgia	WD	f	12/16/96	12/20/96					
29	Kilburn	Mark	WD	m	10/10/96	11/27/96					
30	*Kuipers*	*Kimberly*	*SUSPEND*	*f*	***2/5/96***	*10/4/96*			*699.5*	*806.75*	*935.75*
31	Lee	Cintia	FT	f	11/12/96						
32	Makowichuk	Michael	WD	m	1/27/97	3/3/97					
33	McCamon	Mike	CURRENT	m	12/16/96						
34	McCauley	Sarah	SUSPEND	f	2/3/97						
35	McTavish	Kate	SUSPEND	f	6/10/96	8/5/96		132	195.5		342.5
36	*Miller*	*Victoria*	*FT*	*f*	***4/22/96***	*10/27/96*			*541.75*	*660.75*	*798.25*
37	Mok	Selene	WD	f	10/28/96	11/13/96					
38	*Penny*	*Roland*	*FT*	*m*	***No Date***						
39	Patrick	Ewan	FT	m	9/16/96						73.25
40	Ryzak	Kris	WD	m	12/2/96	12/9/96					
41	Singh	Tina	SUSPEND	f	11/18/96						
42	*Slater*	*Ginette*	*FT*	*f*	***1/22/96***	*9/1/96*			*861*	*1,021.75*	
43	Sorel	Camille	FT	f	7/15/96	1/29/97			95.75	223.50	364.75
44	*Stuart*	*Brian*	*FT*	*m*	***4/1/96***	*11/15/96*		*405.75*	*525.75*	*594.75*	*717.75*
45	Thewlis	Terri	SUSPEND	f	12/9/96						
46	Tomma	Tanya	WD	f	9/3/96						107.25
47	Villalta	Maritza	WD	f	3/3/97						
48	*Ward*	*Clifton*	*FT*	*m*	***5/27/96***	*12/9/96*		*192*	*320.5*	*425.50*	*484.5*
49	*Watters*	*Trillium*	*SUSPEND*	*f*	***2/16/96***	*6/7/96*		*868.5*			

From: STUART # (250) 642 3571

6/1/97 at 19:51:59

	A	B	C	D	E	F	G	H	I	J	K
50	Watts	Angela	CURRENT	f	1/22/97						
51	*Williams*	*Victor*	*FT*	*m*	***5/13/96***	*11/23/96*		*263.75*	*400.25*	*471.25*	*599.75*
52	Williamson	Patrick	CURRENT	m	11/20/96						
53	**N = 52**		**Totals**		***Total <6/1/96***			**Total Hrs.**	**Total Hrs.**	**Total Hrs.**	**Total Hrs.**
54			WD = 16		*17*			6760.25	7356.75	6576.75	9359.75
55			FT = 16								
56			CURRENT = 8								
57			SUSPEND = 12								

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From: STUART at (250) 642 3571

5/1/97 at 19:52:35

	L	M	N	O	P	Q	R	S	T	U
1	Hours: #5	Hours: #6	Hours: #7	Hours: #8	Hours: #9	Hours: #10	Hours:#11	Hours: #12	Total Hours	Equity/Status
2						41	NA	NA	41	
3		20.5	63.25				NA	NA	63.25	Status Indian
4						71	NA	NA	71	
5							NA	NA	0	"Aboriginal Status"
6		1079.5	919				NA	NA	919	
7							NA	NA	0	"Aboriginal Status"
8	506.5	677.25	785.25	913.25	938.25	1175.75	NA	NA	1176	visible minority(VM)
9	192.75						NA	NA	192.8	
10	682						NA	NA	682	
11	375.5	522.75	627.5	728			NA	NA	728	disability
12					83.5	210.25	NA	NA	210.3	
13			928				NA	NA	928	
14							NA	NA	0	
15	822	865.5	946				NA	NA	946	
16	134.5	214.25	280.75	315.75			NA	NA	315.8	
17	701.25	858.75	990.25				NA	NA	990.3	
18					104	216	NA	NA	216	VM
19	98.5	276.25	379	478.75	638.75	769	NA	NA	769	
20	380.75	501.5	573				NA	NA	573	Non-status Indian
21				915			NA	NA	915	
22	210	368	473	491	613.75	754.75	NA	NA	754.8	VM (Metis)
23		809.75	959				NA	NA	959	

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From: STUART at (250) 642 3571
6/1/97 at 19:53:31

	L	M	N	O	P	Q	R	S	T	U
24	510.5						NA	NA	510.5	VM (unknown)
25	772	891.75	925.5			992.5	NA	NA	992.5	
26		20.5					NA	NA	20.5	Status Indian
27	65.5	202	266.5		376		NA	NA	376	VM (Metis)
28			20.5				NA	NA	20.5	
29	51.25				308.75	463.75	NA	NA	463.8	Status Indian
30	968.75						NA	NA	968.8	
31		91.5	190.25	304.75	444.75	596.25	NA	NA	596.3	
32					68.5	129.25	NA	NA	129.3	
33			33.25	126.25	277.5	438	NA	NA	438	
34					70	208	NA	NA	208	
35	430.75						NA	NA	430.8	
36	971.25	978.25					NA	NA	978.3	VM (Aboriginal)
37		75.75					NA	NA	75.75	
38							NA	NA	0	
39	203.5	367.5	474.25	577.75	729	847	NA	NA	847	
40			42.5				NA	NA	42.5	
41		63.25	143	236	335.25	475	NA	NA	475	"Aboriginal" reported
42							NA	NA	1021.75	
43	490.25	662	756	852.5	987.25	1013.25	NA	NA	1013	
44	863.25	993.5	1032.75				NA	NA	1033	
45			56	126.5	264	409.5	NA	NA	409.5	
46	239	392.75	489.5	574.5	717	864	NA	NA	864	Status Indian
47						76	NA	NA	76	
48	630	759.5	861.25	959.25			NA	NA	959.3	
49							NA	NA	868.5	

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From: STUART at (250) 642 3571
6/1/97 at 19:54:29

	L	M	N	O	P	Q	R	S	T	U
50					120.25	246	NA	NA	246	
51	*722.25*	*908.75*	*1003.75*				NA	NA	1004	*VM (Metis)*
52		53	150.75	258.25	393	526	NA	NA	526	Metis Indian
53	**Total Hrs.**	**Total Hrs.**	**Total Hrs.**	**Total Hrs.**	**Total Hrs.**	**Total Hrs.**	**Grand Total**		**Total**	
54	11022	12654	14369.75	7857.5	7469.5	10522.25	73254.75		27044.85	
55								**Mean**	530.29	
56								***Mean <6/1/96***	***916.53***	
57								**Mean >6/1/96**	**359.38**	

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From: STUART at (250) 642 2571
6/1/97 at 19:55:06

	V	W	X	Y
1	**Comments**	**Start Practicum**	**End Practicum**	**Hours Practicum**
2	Attended for only 2 weeks or so.			
3				
4	Entered program 3/97 but doesn't appear in records			
5	Withdrew in March, not reported in records.			
6	*Completed 900+ Hrs in program. Suspended,(5/27/97) but still appears from time-to-time. Note practicum dates. Looking for work as of 11/19/96. Total hours reduced to 919 in report 6. Report 10 indicates returning to school.*	*10/18/96*	*11/18/96*	*160*
7				
8	FT work as of 3/16/97 Considered "star" student	1/27/97	3/13/97	240
9	Classed as WD 5/27/97			
10	*Report 9 shows "looking for practicum", one was arranged by Lydia. Report 10 indicates* ***FT work as of 3/2/97***			
11	Returned in report 5 period **FT employment began 2/15/97** Never completed practicum-went directly to work from Picasso.			
12	No other information			
13	Practicum begins 12/10/96 Report 8 "??" reported as hours in practicum. Report 10 shows "looking for work", 1/7/97 date of move to "other" category. Poor reporting of data. Partial course completion, now **FT work as of 1/97**.	12/10/96		80
14	In report 5 listed as LOA (8/30/96) Current status is WD 5/27/97.			
15	*Report 8 looking for work as of 12/21/96 Currently WD 5/27/97*	*11/18/96*	*12/20/96*	*160*
16	Apparently returned to program. Current student status 5/27/97.			
17	*No other information available.*	*11/19/96*	*12/15/96*	*166.5*
18	Currently student.5/27/97			
19	Currently student. 5/27/97			
20	Suspended for 6 months. (report 9- 12/23/96)			
21	*Report 10 shows "looking for work" WD status 5/27/97*			
22	Completed most of the program. Prone to periodic absence due to personal issues. Suspended 5/27/97.			
23	*Report 4,5 shows looking for work 7/8/96. Report 6 shows practicum placement 11/20/96. Report 8 shows looking for work 12/21/96. Reportedly FT5/27/97*	*11/20/96*	*12/20/96*	*160*

	V	W	X	Y
24	*Report 8 shows start of FT work 10/22/96. Report 10 indicates either going back to school or looking for work 2/17/97* ***FT status****, found work outside of Picasso program. 5/27/97*	*10/22/96*	*12/9/96*	
25	*Report 8 shows looking for work as of 12/23/96 Practicum end 3/19/97. Apparently* ***working FT*** *5/27/97*			
26		*3/3/97*	*3/19/97*	*45*
27	Moved to Edmonton 2/16/97. Report 10 shows also looking for work. Suspend 5/27/97			
28	Report 8 indicates left program due to pregnancy WD reported 5/27/97			
29	Began 11/27/96 upgrading lifeskills ended "educ. leave" 2/3/97. Apparently unable to manage demands of the program. Suspend 5/27/97			
30	*Private Daycare work from 10/5/96 to 1/1/97 Report 10 shows looking for work/practicum Suspended 5/27/97*			
31	Current status **FT 5/27/97**			
32				
33	Still a student 5/27/97			
34	Suspended as of 5/27/97			
35	LOA as of 10/11/96 report 5			
36	*Hours reported as 971.25 & as 974.25 on different sheets of report 5 Began FT work 12/31/96. LOA granted 10/27/96 Report 8 shows* ***FT employment as of 12/27/96***			
37	Vitals data not reported on report 6(intake month) reported in #8 when suspended	*not reported*		
38	*First mention of this person under "post 13 month students" in report 10. rad prior to 6/96. Returned in 1/97 Lydia placed him in* ***FT work.***			
39	Apparently working FT in practicum 5/27/97			
40	Joined other program 12/10/96. Not appropriate for program according to Picasso staff 5/27/97			
41	Suspend 5/27/97			
42	*Hours do not add up to total shown. Start of pract. shown as 9/2/96 in report 6*			
43	Report 10 looking for work 2/24/97. Change to **FT 5/27/97**	*8/10/96*	*9/1/96*	
44	***FT confirmed 5/27/97***	*1/29/97*	*2/23/97*	*120*
45	Broke her arm in practicum	*11/15/96*	*12/8/96*	*100.5*
46	Moved to Edmonton.			
47	WD 5/27/97			
48	*Report 8 indicates looking for work as of 12/23/96 Report 9 FT 2/16/97 Total hrs worked dropped to 160 from 161. Suspend 5/27/97*			
49	*Reports 3&4 show 3 months working. Report 5,6,7,8,9 return to "looking for work" 10/96 Suspend 5/27/97*	*12/9/96*	*1/19/96*	*161*

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From: STUART at (250) 842 3571
6/1/97 at 19:57:24

	V	W	X	Y
50	Current student 5/27/97			
51	*Missing on report 8 Report 10 shows working PT, 10-15 hrs/week* ***5/27/97 moved to FT***	*11/24/96*	*18/17/96*	*182*
52	Current student 5/27/97			
53				
54				
55				
56				
57				

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From: STUART at (250) 642 3571
6/1/97 at 19:57:57

	Z	AA	AB	AC
1	**Post-Grad Hrs**	**DOB**	**SIN**	**"Other" Categories**
2		9/27/77	505 606 640	
3		11/10/72	639 471 226	withdrew 12/8/96
4		2/21/70	726 445 786	
5		11/7/74	643 665 235	
6	*30 hrs/week*	*6/17/75*	*724 661 533*	*suspended (see comments)*
7		*1/27/75*	*727 357 758*	
8	30 hrs/week	10/8/71	911 258 713	practicum start 1/27/97 end 3/13/97
9		12/7/77	731 196 168	Left due to pregnancy 10/28/96
10		*1/24/72*	*642 026 603*	*Moved to Winnipeg 9/30/96*
11	na	9/30/75	646 089 318	medical leave sept 2/96
12		7/16/75	725 697 098	
13	40 hrs/week	6/2/75	276 196 128	LOA/out of BC 6/1/96
14				No Intake form- No data
15	*40 hrs/week*	*11/2/77*	*646 591 222*	*medical leave end 10/27/96*
16		5/20/76	503 715 757	Suspended for 6 months 1/20/97
17	*40 hrs/week*	*7/28/76*	*644 946 147*	*FT Employment 12/16/96*
18		7/8/72	911 007 615	
19		9/15/74	726 145 246	
20		2/3/76	644 940 967	medical leave 12/23/96
21		*10/17/75*	*498 703 651*	*medical leave 6/27/96*
22		10/25/73	728 106 907	
23	*40 hrs/week*	*2/15/72*	*493 684 740*	*LOA (Leave of Absence) 7/8/96*

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From: STUART at (250) 642 3571
6/1/97 at 19:58:48

	Z	AA	AB	AC
24	*40 hrs/week*	*12/8/76*	*730 305 265*	***FT Employment 12/9/96***
25		*2/28/73*	*728 321 076*	*suspended 7/8/96*
26		12/2/76	727 557 803	suspended 12/27/96
27		8/25/75	642 703 771	medical leave as of 12/23/96
28		3/13/77	645 058 579	no explanation given
29		3/21/73	726 383 805	"upgrading" for lifeskills 11/27/96
30	*40 hrs/week*	*6/10/77*	*730 187 507*	*Looking for work 1/2/97*
31		2/1/77	729 507 202	
32		12/12/76	731 269 429	Suspended 3/3/97
33		6/27/75	730 166 899	
34		1/14/79	504 222 860	
35		5/25/78	731 630 638	suspended 8/5/96
36		*11/11/76*	*729 483 115*	*FT employment 12/27/96*
37		6/28/78	730 934 619	suspended 11/13/96
38		*12/20/74*	*645 502 097*	*FT work 3/13/97*
39		3/16/74	274 783 331	FT / Practicum
40		8/25/77	646 292 235	WD
41		8/24/76	646 630 814	Suspended, date unknown
42	*40 hrs/week*	*4/13/77*	*501 217 905*	*FT employment 9/2/96*
43	36 hrs/week	10/25/75	729 852 384	practicum 1/29/97 till 2/23/97
44	*40/ hrs/week*	*5/29/76*	*505 553 917*	*FT employment 12/9/96*
45		6/1/77	730 290 020	
46		12/25/77	731 924 015	
47		3/7/75	728 720 582	
48	*na*	*2/16/75*	*643 647 555*	*LOA in Sept (child)*
49	*3 months*	*2/14/76*	*729 016 444*	*Moved Away. FT work in NY*

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From: STUART at (250) 642 2571
6/1/97 at 19:58:41

	Z	AA	AB	AC
50		10/19/77	729 721 811	
51	*10-15 hrs/ week*	*7/2/73*	*501 558 969*	*Report 6 shows began practicum 11/24/96*
52		11/2/72	500 298 922	
53				
54				
55				
56				
57				